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## Faculty Senate Monthly Packet December 1987

Portland State University Faculty Senate

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*portland state university*

# MEMORANDUM

11/19/87

To: Senators and Ex-officio Members to the Senate

From: Ulrich H. Hardt, Secretary to the Faculty *UHH*

The Faculty Senate will hold its regular meeting on December 7, 1987, at 3:00 p.m. in 150 Cramer Hall.

## AGENDA

A. Roll

\*B. Approval of the Minutes of the November 2 and 16, 1987, Meetings

C. Announcements and Communications from the Floor

D. Question Period

1. Questions for Administrators

2. Questions from the Floor for the Chair

E. Reports from the Officers of Administration and Committees

\*1. Annual Report, Curriculum Committee -- Kilgour

\*2. Annual Report, Graduate Council -- Savery

\*3. Annual Report, Library Committee -- Stipak

\*4. Annual Report, Scholastic Standards Committee -- Limbaugh

F. Unfinished Business

\*1. Course and Program Proposals, Curriculum Committee/Graduate Council -- Kilgour/Savery

G. New Business

\*1. Proposed Ph.D. Program in Social Work and Social Research -- Savery

H. Adjournment

\*The following documents are included with this mailing:

B Minutes of the November 2 and 16, 1987, Meetings

E1 Annual Report, Curriculum Committee\*\*

E2 Annual Report, Graduate Council\*\*

E3 Annual Report, Library Committee\*\*

E4 Annual Report, Scholastic Standards Committee\*\*

F1 Course and Program Proposals, Curriculum Committee/Graduate Council\*\*

G1 Proposed Ph.D. Program in Social Work and Social Research\*\*

\*\* Included for Senators and Ex-officio Members only

## PORTLAND STATE UNIVERSITY

Minutes: Faculty Senate Meeting, December 7, 1987  
Presiding Officer: Marjorie Burns  
Secretary: Ulrich H. Hardt

Members Present: Albery, Balogh, Bennett, Bowlden, Brenner, Burns, Chapman, Cheifetz, Cogan, Constans, Cumpston, Dahl, Daily, J., Dressler, Edwards-Allen, Ellis, Etesami, Goekjian, Hammond, Heflin, Ingersoll-Dayton, Jones, Kosokoff, Limbaugh, Lockwood, Martinez, Matschek, Maynard, McBride, Midson, Moor, Nussbaum, L., Nussbaum, R., Olsen, Parshall, Peterman, Powell, Reece, Rose, Sampson, Scruggs, Tang, Thompson, Walker, Weikel, West, Westover, Wetzel, Wyers, Wurm.

Alternates Present: Cabelly for Anderson, Turner for Boyle, Kasal for Cheshire, Mohr for Goslin, Eliot for Kimmel, Van Halen for Morris, Zonoozy for Ronacher, Lovell for Walker.

Members Absent: Badi'i, M. L. Daily, Gerber, Jackson, Lutes, Steward, Wetzel.

Ex-officio Members Present: Erzurumlu, Hardt, Harris, Martino, Miller, Pfingsten, Reardon, Ross, Schendel, Sheridan, Toulan.

### APPROVAL OF THE MINUTES

The minutes of the November 2 and 16, 1987, meetings were approved as distributed.

### ANNOUNCEMENTS

BURNS reminded Senators of the standing invitation for liquid refreshments at the K-House following the meeting. She also gave a brief report regarding her testimony on the athletics question at the University Advisory Board meeting at the President's house.

HAMMOND announced that the Committee on Committees was studying all committee assignments and was going to discuss the future of the Budget Committee and of Educational Policies. He requested Senators to give input before the January meeting.

TANG reported on the November 20-21 meeting of the IFS at OHSU. Larry Pierce, Ray Hoops and Gene Chao were guests. The Senate is following the development of internal procedures to deal with grievance appeals made to the State Board. The process for such appeals will be presented to the State Board in January 1988.

The IFS discussed at length with Vice-Chancellor Pierce the presidential search process. The major points of emphasis were the addition of faculty

representation on the committee and the need for the finalists to be available for a general meeting with faculty before the final decision is made by the Board.

Other discussions centered on the semester conversion and the block transfer committee.

A task force has been appointed to work with Ron Anderson of the Chancellor's Office to develop a program to improve retirement counseling at all the colleges and universities.

HEATH reminded Senators that February 15 was the target date for provider departments to furnish user departments initial information regarding courses converted to semesters. He also said that some community colleges had decided not to convert to semesters (e.g., Chemeketa and Lane) while others were still in the process of deciding (Portland, Clackamas and Mt. Hood).

#### QUESTION PERIOD

GOEKJIAN asked Martino if changing the removal of the Publications Advisor from February 1 to July 1 was to accommodate a review of the Publications Board charter. MARTINO answered in the affirmative.

HAMMOND asked Burns if Mayor Bud Clark's strong letter in opposition to moving athletics to Division I was known to the University Advisory Board at the time of the Board's vote. BURNS reported that the letter was read at the meeting and was received with great respect. There had been a lively discussion and people spoke freely.

#### REPORTS FROM THE OFFICERS OF ADMINISTRATION AND COMMITTEES

1. The annual report of the Curriculum Committee was presented by KILGOUR. WEIKEL wanted to know if the minor in history would be presented and was told that it would be on the January 1988 agenda.
2. The annual report of the Graduate Council was accepted.
3. The annual report of the Library Committee was accepted. JONES observed that the book acquisition budget stayed the same as the year before but fewer books had been purchased because of inflation.

STIPAK concurred, saying that the problem had increased because of the higher costs of overseas journals and the weakened dollar. 60% of the budget goes to journals, 40% to non-journals. Inflation has exceeded predictions, resulting in a shortfall of \$100,000. BRENNER wanted to know how faculty could take action. She observed that the new Ph.D. in Social Work was asking for an additional \$27,000; business cannot go on as usual. PFINGSTEN elaborated that no new dollars had ever been awarded for library resources, even though new program proposals identified the need for them. He also said that Charles Tracy had recently decided not to offer the new master's in the Department of Justice until the needed library support was made available.



COGAN asked what advice the committee has given to the Library. He observed that the committee was a constitutional committee, making recommendations to the Senate. And R. NUSSBAUM joined by emphasizing that the Senate should not pass on new programs unless new library funds are definitely stipulated and forthcoming. MARTINO said it was a delicate problem. PSU has many programs on the books which have never been funded, yet if we waited for funds first we might not have the programs. He agreed, however, that new programs should only be floated if explicit financial support by the legislature exists for them. As Ph.D. programs are added, the BAS model favors allocations to the institution; HARRIS reported that the amount was \$30,000.

JONES recalled that this topic has been discussed for years, but that the Senate has been told to concern itself only with academic matters and let administration deal with budgets. Perhaps it was time to reconsider the Senate's role. CABELLY suggested it was time to become pro-active and give the Library Committee different charges, other than only making recommendations on the budget. Examples might be the development of a collection appropriate for the needs of a comprehensive urban research University, given the institution's Plan for the 1990s.

4. The Scholastic Standards Committee's annual report was accepted.

JONES moved "that the Senate express its gratitude to these four calendar-year committees, their work, and their reports." The motion was endorsed unanimously.

#### UNFINISHED BUSINESS

KILGOUR and SAVERY presented recommendations from the Curriculum Committee and Graduate Council for course changes. WYERS and JONES moved "to accept the proposed changes by the two committees." The motion was passed unanimously.

#### NEW BUSINESS

1. SAVERY presented the proposal for the Ph.D. in Social Work, and it was moved "to approve the proposal for the initiation of a new instructional program leading to the Ph.D. in Social Work and Social Research."

J. SHIREMAN summarized the program and the need for it, referring to numerous letters of support from agencies, organizations, the state department and from the community. PSU's MSW is now the only social work graduate degree in Oregon, and there is only one other doctoral degree in the U.S. similar to the proposal. PSU is on the cutting edge. EMLIN agreed, pointing out three strengths of the proposal: 1) there is an excellent balance of policy and practice; 2) there is an applied research emphasis, and the community has made many requests for assistance; 3) the program is cross-disciplinary, with half of the credits taken in other departments. He speculated that funds heretofore not accessible would become available for various aspects of the program.

MOOR asked if research thrusts might be directed in the social welfare area, such as the drug or crime problem, and HAMMOND wanted to know if the training of candidates would result in how social workers will do their work. EMLLEN replied that the program could deal with social welfare issues, helping practitioners to systematize data, but it would also focus on the development of policy.

JONES wanted to know what degrees the present faculty held. SHIREMAN said one did not hold a doctorate; one had a doctorate outside of social work; all others had doctorates in social work.

KOSOKOFF inquired whether the eight other departments listed, in which work might be done, had been notified. SHIREMAN said that informal consultations only had been held. BRENNER was concerned about the level of courses required in the other departments. WYERS said they would be at the 500 level.

R. NUSSBAUM brought the discussion back to the financial implications and wanted to know why the two new faculty would be hired at the senior levels when the University was only hiring at the assistant professor level. He also wanted to know if a program director would be hired. SHIREMAN explained that no director would be hired; the director would be a current faculty on partial release time. MARTINO said no blanket policy existed that only assistant professors can be hired. He admitted that there must be a good case for going above that level, but it is reasonable here to go to higher ranks, since PSU would want to build this doctoral program rapidly. R. NUSSBAUM countered that several other programs already in existence would benefit from senior professors.

JONES was bothered by the fact that no formal negotiations had taken place between the other departments. He hates buying a pig in a poke. Although generally in favor of the proposal, he was uncomfortable approving the program without more formal planning. SHIREMAN tried to reassure Jones by describing the program as being very small -- ten students during the first years; therefore Social Work is not asking for major commitments from other departments. Only courses already in existence would be used.

COGAN was surprised that there would be no accreditation criteria. ROSS insisted that this would not be an externally accredited degree; no University has an accrediting body for Ph.D.s.

COGAN also asked about the absence of foreign languages for the Ph.D. Although ROSS said that that requirement was up to each school, JONES pointed out that a foreign language requirement for Ph.D.s was a PSU requirement, so stated in the catalog. SHIREMAN revealed that a discussion regarding this had taken place, but that the need for a foreign language was minimal, since English is the major language in the field of social work. ROSS suggested that computer classes could be substituted for foreign languages, but MARTINO said the rule applied to all Ph.D.s; we may want to change the language requirement in the future.

MOOR and TANG asked if consideration of the proposal could be postponed until January, to allow a reconsideration of the several points raised. EMLLEN replied that a delay would have serious implications, particularly for the search of a new dean.

SHIREMAN said that the foreign language requirement would be added. TOULAN emphasized that that was a University requirement which had been insisted on in the past; he also recalled that computer courses had not been allowed as substitutes.

The motion to approve the Ph.D. in Social Work and Social Research was passed 31 to 11.

After the vote, ELLIS read the following "friendly statement for the record":

1. Since the School of Urban and Public Affairs provides the vast majority of graduate level public policy courses which the School of Social Work will draw upon to put their proposed Ph.D. into operation; and,
2. Since those courses are presently heavily subscribed, additional resources may be needed to accommodate Social Work students, it is requested that,
3. The School of Social Work consult and coordinate with the School of Urban and Public Affairs as they begin to plan those courses and student schedules.

2. GORDON asked permission to read the following statement:

The University Athletics Board reaffirms its earlier position and unanimously accepts the recommendation of the Future of Athletics Committee (Delkin Committee) that PSU Intercollegiate Sports be returned to the NCAA Division I level (Football: NCAA Division I-AA). We recommend that this move occur if the following criteria can be met:

1. The Incidental Fee Committee remain solely responsible for the allocation of student activity fees to athletics.
2. The move shall have no negative impact on existing programs at PSU. These programs include, but are not limited to, academics, facilities utilization, faculty staffing, student needs, fund raising efforts, and the like. (Note: Current regulations prohibit the use of University education general funds for intercollegiate athletics.)
3. Affiliation with an existing or new athletic conference for all PSU sports shall be a major priority.
4. The process of movement to Division I/I-AA shall continue to be public, and shall be overseen by the University Athletics Board. The UAB shall make timely reports to the

Faculty Senate and the President, detailing prior check-points which have been met and outlining in detail coming activities.

5. The services of an Academic Advisor, reporting to the Vice Provost for Student Affairs, shall continue to be available to all PSU intercollegiate athletes. The Vice Provost, UAB, and Athletic Director shall work cooperatively to determine the best methods in which to utilize this individual's skills.

HAMMOND was glad to see the emphasis on the criteria in that statement. He added, however, that the Senate had gone on record opposing the move of athletics and pointed out that the Senate had not changed its mind. MARTINO suggested that the Senate should make its views known to the OSSHE Board when it meets on December 17. BURNS said that the Steering Committee would send someone to that meeting. MATSCHEK said that the University Planning Council would also formulate a position and send it to the President and the Board.

#### ADJOURNMENT

The meeting was adjourned at 16:37.

Annual Report to the Faculty Senate, 1987

December 7, 1987

Committee Membership:

Bruce Baldwin (Business Administration)  
Gerald Blake (Urban Studies)  
Marjorie Burns (English) until June 30  
Gary Brodowicz (Health & Physical Education)  
Lee Casperson (Electrical Engineering)  
Ruth Dobson (Music)  
Gordon Kilgour (Chemistry) Chair  
Eric Kimmel (Education)  
Hugh Lovell (Economics)  
Maria Talbott (Social Work)  
Robert Van Atta (Geology)  
Robert Walker (Television Services)  
Patricia Wetzel (Foreign Languages)  
Judy Witt (Special Services)

Consultants:

Forbes Williams, Dean of Undergraduate Studies  
(retired June 30)  
Rod Diman, Acting Vice Provost  
Linda Devereaux, Research Assistant, OAA

For a good part of this year, the Committee has been involved with matters relating to conversion to a semester schedule as well as its usual role in reviewing course and program proposals. In cooperation with the PSU Calendar Conversion Coordinating Committee and the Office of Academic Affairs, the committee has helped to generate simplified forms for program and course proposals and to draw together policy recommendations to help guide departments in the conversion process. These documents were distributed to all departments and other units early in Fall term.

During this calendar year, this committee has reviewed and made recommendations to the Senate on one new degree program, one new minor, eight program changes, two certificate changes, 104 new courses, 105 course changes, and 23 course deletions. In a substantial number of cases, modifications in the submitted proposals were made in consultation with the affected department.

It is to be expected that there will be very few actual program or course proposals to be dealt with in 1988, and that the work of the committee will be primarily related to consultation during the calendar conversion process and to consideration of some basic policy questions.

1987 ANNUAL REPORT

November 12, 1987

TO: Faculty Senate

FROM: The Graduate Council

C. William Savery, Chair, Sy Adler, Kenneth Ames, Sandra Anderson, Craig Cheshire, John Cooper, Dean Frost, John Golbeck, Mary Kinnick, Loarn Robertson, Grover Rodich, Eldon Tamblyn and Herm Taylor.

Ex-officio: Bernard Ross and Robert Tufts.

Staff: Berni Pilip.

The entire Graduate Council met thirteen times to date during the calendar year. Council members served on subcommittees to read student petitions and to prepare recommendations for these petitions and other policy matters.

Several meetings were devoted to the M.A. in Philosophy. At the request of the Senate Steering Committee, a special report of the Council recommendations was reported to the Faculty Senate at the June meeting.

A preliminary proposal for a M.S. in Business Administration was considered. The Council approved the preproposal. The School of Business Administration was encouraged to prepare a detailed proposal giving special attention to defining a finite list of areas of specialization, listing of courses, listing of faculty with specialties to support the program, providing sample programs and discussion of accreditation requirements and how the program would be designed to meet these.

The Ph.D. Degree Program in Social Work was considered and discussed. The Council found the school faculty well qualified, the current level of research support strong, no problems of program duplication in the State, and that PSU is well situated to serve social work Ph.D. students, who tend to be professionally experienced and employed in the Portland area. The Council approved the program proposal.

Several meetings of the Council were devoted to graduate student petitions. The graduate school staff is requesting information and endorsements when omitted from particular petitions prior to subcommittee reading, thereby, streamlining the petition process. There continue to be many petitions requesting extension of the single-year limit on removal of incompletes.

The Council reviewed and made recommendations to the Faculty Senate on:

- 2 -- New graduate degree programs
- 26 -- New graduate courses
- 23 -- Changes in existing graduate courses
- 9 -- Graduate courses to be eliminated

Of the remaining course proposals and changes in the 1988-1989 package, 25 have been reviewed but are unreported, and 57 remain to be processed and reported.



## Portland State University

## M E M O R A N D U M

October 28, 1987

To: Faculty Senate

From: University Library Committee

Subject: Annual Report, 1987

The Library Committee is an advisory committee that makes recommendations on library budget allocations and on other matters of library policy. The current committee members are:

Chair: Brian Stipak, PA

Myron Hulen, BA

Kent Lall, CE

Gil Latz, GEOG

Francoise Paheau, FL

Dan Passell, PHL

Peggy Sharp, ED

Tom Pflingsten, Director of the Library, serves as an ex-officio consultant.

Report on Committee Activities

The major issue for the Library Committee during the past year was a projected shortfall of \$153,929 in the budget for acquiring library materials (books and periodicals). This shortfall is part of a national problem affecting U.S. libraries, and results from the weak U.S. dollar, high inflation rates for library materials, and surcharges imposed by foreign publishers on American libraries. The projected shortfall became apparent in the Spring Term, 1987. The committee met in an emergency meeting on May 21, and then continued to meet regularly into the summer to review the procedures developed to institute the cuts needed to deal with the shortfall.

The procedures for instituting cuts worked as follows. Because of the need for fast action, and to avoid excessive damage to any one fund, reductions were made on an across-the-board basis. The across-the-board cut was 6%, with an additional 3% cut for funds from a special allocation for University Press publications. Library faculty consulted with department heads and other representatives of academic departments in order to identify titles for elimination from the acquisition budget. Library staff presented the Library Committee the full list of proposed cancellations on August 17. After reviewing the list and the procedure that had been followed, the committee voted its approval. The library has subsequently proceeded to carry out these reductions in acquisitions in order to balance the FY 1987/88 budget.

Budget matters will continue to concern the Library Committee for the coming year, as the library prepares its budget projections for the second year of the biennium. Library acquisitions will undoubtedly be a major concern in the development of the 1989/91 biennial budget. The Library Committee is deeply concerned about the cuts in the acquisition budget that were necessary this year, and the committee supports efforts to obtain funds from all possible sources to help alleviate this problem.

The Library Committee also discussed the expansion of Millar Library, which received approval and funding from the 1987 legislature. The committee also reviewed possible extension of library hours, and is pleased to report that the Office of Academic Affairs has made funds available to extend the library hours for part of the Fall, Winter, and Spring Terms.

E 4

PORTLAND STATE UNIVERSITY  
SCHOLASTIC STANDARDS COMMITTEE

ANNUAL REPORT TO THE FACULTY SENATE--1987

The Scholastic Standards Committee is charged (a) to "develop and recommend academic standards with a view to maintaining the reputation of the undergraduate program at the University" and (b) to "assist undergraduate students in difficulty with scholastic regulation" including transfer undergraduate students who have had scholastic deficiencies seeking admission and our own undergraduate students seeking re-admission.

OPERATIONS


Between October 20, 1986, and October 9, 1987, the Committee considered 863 petitions. This compares with 1,020 petitions during a comparable period last year--a decrease of 15%. At least three or four of the members of the Committee separately and privately read each petition and supporting documents and voted to grant or deny. In the case of deny, Committee members were asked to briefly explain their reasons. The results for the last four years are given on the back of this page.

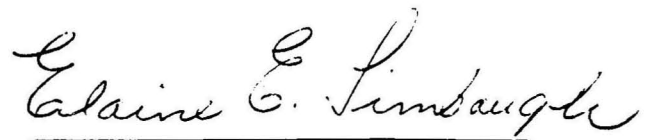
MESSAGE TO THE SENATE

Co-chairs operated this year because of a late-in-the-year shift in the position.

Changes in procedures that were reported to last year's Senate were continued to be made this year with a significant amount of improved efficiency. Specific duties are being allocated among the chair, the membership, and the management assistant. No significant problems arose as a result.

Respectfully submitted,

  
Grover Rodich, Co-Chair

  
Elaine Limbaugh, Co-Chair

Committee Members:

Richard Brinkman, ECON  
Daphne Hoffman, LIB  
Charles White, PS  
Bruce Jensen, MTH  
Erasto Kashoro, EE  
Judy Sobel, HPE  
Carrol Tama, ED  
Linda Gerber, OSS/EOP  
James Hein, CMPS  
Karen Smith Adams, Student



## SSC STATISTICS

	1984	1985	1986	1987
ADMISSIONS				
Granted	85 (79%)	80 (90%)	89 (82%)	91 (80%)
Denied	22	9	19	23
REINSTATES				
Granted	126 (59%)	183 (82%)	184 (68%)	154 (65%)
Denied	89	41	87	83
EXTENSION OF INCOMPLETE				
Granted	105 (95%)	105 (95%)	109 (96%)	86 (93%)
Denied	5	6	4	6
REGISTRATION CHANGE AFTER DEADLINE				
Granted	185 (50%)	266 (72%)	355 (68%)	339 (81%)
Denied	185	103	170	81
GRADE CHANGE AFTER ONE YEAR				
Granted		4 (80%)	3 (100%)	
Denied		1	0	
Summary				
Granted	501 (62%)	638 (80%)	740 (73%)	670 (78%)
Denied	301	160	280	193
TOTALS	802	798	1020	863

The University Curriculum Committee and the Graduate Council recommend approval of the following new courses, course changes, course deletions, and program changes:

Curriculum Committee

New - BSt 351, 352, 353; Eng 100, 260, 306  
307, 309, 351, 352, 353; Wr 115, 228,  
327, 328, 329; G 200; WS 260, 443,  
444, 445, 446;  
ME 424, 453  
Art 318, 325, 451, 452, 453, 457, 458  
D 150, 198, 214, 298;  
TA 146;  
PE 431, 474, 475

Change - BSt 221/Eng 256; Eng 104, 105,  
Wr 212, 213, 227, 312, 313; G 204,  
205, 206; Phl 333;

Art 217, 270, 271, 272, 296, 297,  
298, 330, 331, 332, 473, 474, 475,  
483, 484, 485;  
D 414, 453, 454; Mus 214, 215, 216;  
TA 241, 242, 474, 475, 476

Drop -Anth 462; Eng 480, 481, 482;  
Art 218

Graduate Council

EE 537; ME 424, 453;  
Art 451, 452, 453, 457, 458, 459;

TA 511;  
HE 512, 513, 514, PE 474, 475

EE 535, 536;  
Art 473, 474, 475, 483, 484, 485;

TA 474, 475, 476

Eng 480, 481, 482;

Program Changes: BA/BS in Anthropology. Add requirement for 2 years of a foreign language.

BA/BS in Chemistry. Requirement for General Physics changed to General Physics with Calculus.

Certificate in Dance. Ethnic Dance included as an option in the certificate.

Please bring this mailing to the January Senate meeting. All courses that will be considered at this meeting are marked with an X. The rest of the courses will be considered at the January meeting.

NOTE RE G1 (included in this mailing): Copies of the complete proposal for the PhD in Social Work and Social Research are on reserve at the Reserve Library (LIB East).

## NEW COURSES AND COURSE CHANGES

## PORTLAND STATE UNIVERSITY

1988-89

COLLEGE OF LIBERAL ARTS & SCIENCESANTHROPOLOGYNew Courses

Anth 454. Archaeological Field School. (9) grad  
Archaeological excavation of prehistoric or historic archaeological sites; or reconnaissance, survey and mapping of sites during a summer field project. Approximately forty (40) hours of field work per week for six (6) weeks, with a week of laboratory work. Prerequisites: Anth 102 and Anth 350.

Anth 464. Topics in Northwest Prehistory. (3) grad  
In-depth exploration of current problems in the study of Northwest Prehistory, particularly as it articulates with general theories of hunter-gatherer adaptations and cultural evolution. Prerequisite: Anth 364.

Old Course Dropped

X Anth 462. Mesoamerican Prehistory. (3)

BLACK STUDIESNew Courses

X BSt 351, 352, 353. Afro-American Literature. (3, 3, 3)  
A study of Afro-American literature from its oral and folk beginnings to the present. Prerequisite: BSt 221, or Eng 256.

BSt 420. Caribbean Literature. (3) grad  
A selection of poetry and fiction from the English and French speaking Caribbean (in translation where necessary). Prerequisites: One previous Afro-American literature course and twelve additional literature credits.

BSt 422, 423. African Fiction. (3, 3) grad  
Readings in African fiction in regional, cultural, generational, and gender contexts. Prerequisites: One previous Afro-American literature course and twelve additional literature credits.

Changes in Old Courses

X BSt 221. Introduction to Afro-American Literature. (3)  
An overview of Afro-American fiction, poetry, drama and expository prose.  
Eng 256. Introduction to Afro-American Literature. (3)  
An overview of Afro-American fiction, poetry, drama and expository prose.  
(Formerly BSt 221. Survey of Afro-American Literature. (3).  
Change in title, description, and addition of Eng 256 (3).)

## CHEMISTRY

### Change in Old Course

- ++Ch 440, 441, 442. Physical Chemistry. (3, 3, 3) grad  
The study of thermodynamics, phase and chemical equilibria, solutions, electrochemistry, reaction rates and mechanisms, quantum mechanics, spectroscopy, and statistical mechanics. Three lectures. Ch 440 requires concurrent enrollment in Ch 443. Prerequisites: Ch 224, Mth 203, and Ph 209.  
(Change in prerequisites.)

## ECONOMICS

### New Courses

- Ec 451. Economies of the Pacific Rim. (3) grad  
A comparative systems approach to the economies of Japan, China, and the newly industrializing countries of South Korea, Taiwan, Hong Kong, and Singapore. Course will include such topics as Japanese management, economic reforms and modernization of China, and the dynamic development programs of the newly industrializing countries. Prerequisites: Ec 201, 202, 203; Ec 450 is recommended.

### Change in Old Course

- Ec 514. Money, Financial Markets and the Economy. (3)  
Study of the financial component of macroeconomics: financial institutions and markets that facilitate the flow of savings to investment. Interest rate determination, structure of interest rates, changing scope of financial instruments, and impact of regulation and legislation. The Federal Reserve's role in controlling the money supply and monetary and fiscal policy effects on financial markets and aggregate economic activity. Prerequisites: Ec 513; limited to MBA students.  
(Change in prerequisites.)

## ENGLISH

### New Courses

- X Eng 100. Introduction to Literature. (3)  
Introduction to the study of short stories, plays, poems, and essays. Includes representative approaches for studying literature and writing about it. Recommended especially for students with no previous college-level coursework in literature. Credit for Eng 100 will not be allowed if student has previously taken more than one literature course. No prerequisites.
- X Eng 260. Introduction to Women's Literature. (3)  
Introduction to the texts and contexts of women's literature.
- X Eng 306. Topics in Literature and Popular Culture. (3)  
Study of a variety of expressive forms in relation to popular culture. Such topics as Detective Fiction, Film, American Humor, and Frontier Literature. Prerequisite: 9 credits of English.
- X Eng 307. Science Fiction. (3)  
Study of recent science fiction, both novels and shorter fiction by American, European and other writers. Prerequisite: 9 credits of English.

- X Eng 309. American Indian Literature. (3)  
An introductory survey of traditional and recent literature by American Indian people. Poetry, legends, myths, oratory, short stories, and novels, as well as background (historical and political) materials. Prerequisite: 9 credits of English.
- X Eng 351, 352, 353. Afro-American Literature. (3, 3, 3)  
A study of Afro-American literature from its oral and folk beginnings to the present. Prerequisite: Eng 256, or BSt 221.
- Eng 418. Topics in Critical Theory and Methods. (3) grad  
A course in critical theories and techniques, to complement offerings in literary history and textual analysis. This course will focus on the critical or methodological topic selected by the instructor. Recommended for advanced students in literature and theory. Prerequisite: 15 credits in literature.
- Eng 420. Caribbean Literature. (3) grad  
A selection of poetry and fiction from the English and French speaking Caribbean (in translation where necessary). Prerequisites: One previous Afro-American literature course and twelve additional literature credits.
- Eng 421, 422. African Fiction. (3, 3) grad  
Readings in African fiction in regional, cultural, generational, and gender contexts. Prerequisites: One previous Afro-American literature course and twelve additional literature credits.
- Eng 425. Practical Grammar. (3) grad  
Designed to enable students to understand, and therefore consciously to make effective, the structures of their written sentences. The course examines grammatical categories, structures, and terminology; relationships between grammatical structures and punctuation; and prescriptive grammars for written texts. Prerequisites: Successful completion of Wr 323 and 15 credits of English or Writing.
- Eng/Ling 436. American Regional Dialects. (3) grad  
An examination of the regional dialects of American English through a study of the phonetics and the speech patterns, vocabulary, and usage of the ten major areas. The term's work will include study of concepts basic to linguistic geography. Prerequisite: Eng 390 or the equivalent.
- Eng/Ling 439. Language Proficiency Testing. (3) grad  
An examination of recent theory and research on language acquisition and testing. Prerequisite: Eng 390 or equivalent.
- Eng 443, 444. British Women Writers. (3, 3) grad  
Study of the works of British women writers with attention to themes, styles, and characteristic concerns in the light of feminist criticism and scholarship. Prerequisites: 15 credits in literature. Eng 260 recommended.
- Eng 445, 446. American Women Writers. (3, 3) grad  
Study of American women writers, with attention to themes, styles and characteristic concerns, in the light of feminist criticism and scholarship. Prerequisites: 15 credits in literature. Eng 260 recommended.
- Eng 460, 461, 462. American Literature: Beginnings to 1865. (3, 3, 3) grad  
Advanced historical study of major figures and movements in American literature to 1865. Prerequisites: 15 credits in literature.

- Eng 463, 464. American Literature 1865-1920. (3, 3) grad  
Advanced historical survey of major figures and movements in American literature, 1865-1920. Prerequisites: 15 credits in literature.
- Eng 465. American Literature since 1920. (3) grad  
Major traditions, modes, works and writers since 1920, with emphasis on Modernism. Prerequisites: 15 credits in literature.
- Eng 480, 481. Modern British Literature. (3, 3) grad  
Advanced historical survey of the main figures and movements in British literature 1900-1950. Prerequisites: 15 credits in literature.
- Eng 482, 483. Contemporary British Literature. (3, 3) grad  
The study of texts, authors, and trends in British literature from 1950 to the present. Prerequisites: 15 credits in literature.
- Eng 484. Modern Drama. (3) grad  
Examines major European, English, and American plays in the period 1880-1940. Prerequisites: 15 credits in literature.
- Eng 485. Contemporary Drama. (3) grad  
Examines major developments in world drama since World War II. Prerequisites: 15 credits in literature.
- Eng 486. Contemporary American Novel. (3) grad  
American novel since 1965, with emphasis upon traditions, themes and trends. Prerequisites: 15 credits in literature.
- Eng 487. Contemporary American Short Story. (3) grad  
The American short story from mid-twentieth century to the present. Prerequisites: 15 credits in literature.
- Eng 488. Contemporary American Poetry. (3) grad  
Study of significant trends in contemporary American poetry and poetics. Prerequisites: 15 credits in literature.
- Eng 494. Rhetoric. (3) grad  
An examination of classical and modern traditions in rhetoric with attention to central concepts and perspectives on writing. Prerequisite: Wr 323.

#### Changes in Old Courses

- X Eng 104. Introduction to Fiction. (3)  
Reading, analysis, and appreciation of significant works of fiction, especially short stories, with emphasis on the fiction writer's craft.
- Eng 105. Introduction to Drama. (3)  
Reading, analysis, and appreciation of significant works of drama, from classical times to the present.
- Eng 106. Introduction to Poetry. (3)  
Reading, analysis, and appreciation of significant poems, how they are written and how they speak to human concerns.  
(Formerly Eng 104, 105, 106. Introduction to Literature. (3, 3, 3)  
Change in title, description and separation of sequence into three discrete courses.)
- Eng 467, 468, 469. American Literature and Culture. (3, 3, 3) grad  
Studies based on primary sources of American literature and culture from Bradford's History of Plymouth to the present. The approach is thematic rather than chronological. Prerequisites: 15 credits in literature.  
(Formerly Main Currents in American Literature and Culture. Change in title and prerequisites.)

Eng 475, 476. Literature of the Victorian Period. (4, 4) grad  
Major Victorian writers in the context of the history, ideas, and culture of the period. Eng 475: Earlier Victorian Poetry and Prose--from the 1830's through the high Victorian period. Eng 476: Later Victorian Poetry and Prose--from the 1870's through the 1890's and the early Edwardians. These courses include some fiction but do not emphasize the novel. Prerequisites: 15 credits in literature.

(Formerly Later 19th Century Literature. Change in title and description.)

Eng 477, 478, 479. American Poetry. (4, 4, 4) grad  
Tradition and innovation in American poetry from the beginnings to the mid-20th century. Prerequisites: 15 credits in literature.

(Formerly Eng 477, 478. Addition of third term to the sequence.)

Eng 495, 496, 497. TESOL Methods. (3, 3, 3) grad  
Approaches, methods, and techniques in teaching English to speakers of other languages. Students are required to tutor, observe, and teach in an approved ESL program. Eng 495: emphasis is on aural-oral communication skills; Eng 496: emphasis is on reading and vocabulary skills; Eng 497: emphasis is on grammar and writing skills. Previous study of linguistics and other TESOL areas is required.

(Formerly Eng 495. Change in description and expansion of course into three term sequence.)

#### Old Courses Dropped

Eng 480. Early 20th Century Fiction. (3-5) grad

Eng 481. Early 20th Century Drama. (3-5) grad

Eng 482. Early 20th Century Poetry. (3-5) grad

#### Writing

#### New Courses

- X Wr 115. Introduction to College Writing. (3)  
Course is designed to help students increase fluency and confidence in writing and learn conventions of writing for college. Wr 115 satisfies the prerequisite for Wr 121, but it may not be used for distribution credit. Offered Pass/No Pass only.
- X Wr 228. News Writing. (3)  
A basic course in journalistic writing style. Emphasis on forms most appropriate to business and institutional communications. Prerequisite: Wr 121.
- X Wr 327. Technical Report Writing. (3)  
Strategies for presenting technical information from the technician, management, and lay person's perspectives; rhetorical theory and techniques for adapting technical prose to non-technical audiences; and techniques for emphasizing and de-emphasizing information. Prerequisite: Wr 323.
- X Wr 328. News Editing. (3)  
Preparation of written and visual materials for publication. Emphasis is on copyreading and headline writing. Photo cropping and scaling, page design, and page make-up. Prerequisites: Wr 228 and Wr 323.



- X Wr 329. Planning and Producing Publications. (3)  
Managing the publishing needs of businesses, governmental agencies, and non-profit institutions. Includes choosing technologies, budgeting, selecting materials, scheduling, and distribution. Prerequisite: Wr 327.
- Wr 412. Advanced Fiction Writing. (3) grad  
Further refines technical skills by demanding longer and more ambitious works of fiction by the advanced writer. Students will have an opportunity to do research and can expect to confront a variety of technical problems emerging from class discussion. Prerequisite: Wr 312.
- Wr 420. Writing: Process and Response. (3) grad  
Provides opportunities for students to write in various genres. Includes language attitudes, writing process, and reader response. Prerequisite: Wr 323.
- Wr 426. Document Design. (3) grad  
Emphasis on rewriting documents and on the uses and abuses of language in business, government, insurance, and law. Characterizes the Plain English Movement and its legislation; to evaluate documents in terms of readability and efficiency; to analyze styles of documents; and to develop skills in revising documents to improve their readability and appropriateness to the audience. Prerequisite: Wr 327.
- Wr 427. Advanced Technical Writing. (3) grad  
Emphasis on a problem-solving approach to adapting technical documents to audiences and organizations. The course includes strategies of organization for complex technical documents, such as proposals and professional articles; strategies for discussing tables and figures; and the use of metaphor to communicate technical information to lay audiences. Prerequisite: Wr 327.
- Wr 428. Advanced News Writing. (3) grad  
A course in writing and marketing freelance non-fiction. Attention given to idea generation and development as well as to the study of the scope and nature of the markets. Writing instruction focuses on shaping materials to best suit appropriate market outlets. Prerequisite: Wr 328.
- Wr 429. Writing Computer Documentation. (3) grad  
Develop skills in writing computer documentation, primarily user manuals and system specifications. The course focuses on analyzing informational needs of the audience, and defining and explaining computer terms and concepts for non-technical and semi-technical audiences. Prerequisites: Wr 327; and ISQA 111, or CS 105, or equivalent; and word processing skills.

#### Changes in Old Courses

- X Wr 212. Introductory Fiction Writing. (3)  
Introduces the beginning fiction writer to basic techniques of developing character, point of view, plot, and story idea in fiction. Includes discussion of student work. Prerequisite: C or better in Wr 121.  
(Formerly Fiction Writing. Change in title, description, prerequisites, and drop credit statement.)



- X Wr 213. Introductory Poetry Writing. (3)  
 Introduces the beginning writer of poetry to basic techniques for developing a sense of language, meter, sound, imagery, and structure. Includes discussion of professional examples and student work. Prerequisite: C or better in Wr 121.  
 (Formerly Poetry Writing. Change in title, description, prerequisites, and drop credit statement.)
- X Wr 227. Introductory Technical Writing. (3)  
 Practical experience in forms of technical communication, emphasizing basic organization and presentation of technical information. The course focuses on strategies for analyzing the audience and its information needs. Prerequisite: Wr 121. May not be used for the non-major distribution requirement or for the composition requirement.  
 (Change in description.)
- X Wr 312. Intermediate Fiction Writing. (3)  
 Continues the study of fictional techniques introduced in Wr 212. Includes such advanced instruction as variations on the classic plot, complex points of view, conventions of genre, and development of ideas for future use. Emphasizes discussion of student work. Prerequisite: C or better in Wr 212. May be repeated once for credit.  
 (Formerly Fiction Writing. Change in title, description and prerequisites.)
- X Wr 313. Intermediate Poetry Writing. (3)  
 Continues the study of poetry writing techniques introduced in Wr 213. Includes additional instruction in poetic forms, variations on traditional forms, and experimental forms. Emphasizes discussion of student work. Prerequisite: C or better in Wr 213. May be repeated once for credit.  
 (Formerly Advanced Poetry Writing. Change in title, description, and prerequisites.)
- Wr 512. Fiction Writing. (3)  
 An intensive course for writers who are currently embarked on a project involving the writing of fiction, whether short story, novella, or novel. Prerequisites: Wr 212, Wr 312, and Wr 412 or their equivalents. Consent of the instructor required.  
 (Formerly Wr 520. Advanced Fiction Writing. Change in number, title, and prerequisites.)

#### GEOGRAPHY

##### New Course

- Geog 587. Digital Image Analysis. (3)  
 Computer-based methods for displaying and analyzing remote sensing data with an emphasis on satellite-borne scanning systems. Includes the structuring of remote sensing data, enhancement operations, spatial smoothing, image classification, clustering techniques, categorization schemes and accuracy assessment. Hands-on experience is gained through use of micro-computer based system. Prerequisite: Geog 487.

## GEOLOGY

### New Course

- X G 200. Field Studies. (1)  
Participation in field trip exercises to enhance the understanding of materials and processes taught in corresponding lower division geology courses. Field studies areas include: coast, mountains, Portland area, Eastern Oregon, etc. Lecture, field trip and completion of workbook required. Maximum of one credit in each field studies area.  
Prerequisite: Previous or concurrent enrollment in the corresponding lower division geology course.

### Changes in Old Courses

- X G 204, 205, 206. Geology Laboratory. (1, 1, 1)  
Laboratory work to accompany G 201, 202, 203 involving basic geologic principles and processes--emphasizing rocks, minerals, fossils, topographic and geologic maps. One 3-hour laboratory period.  
Prerequisite: concurrent enrollment in G 201, 202, 203.  
(Change in description.)

## PHILOSOPHY

### Change in Old Course

- X Phl 333. Twentieth Century Analytic Philosophy. (3)  
An examination of the major contemporary philosophical tradition in English from Frege and Russell through early Wittgenstein and the Positivists to later Wittgenstein and Ordinary Language Philosophy  
(Change in description.)

## SPEECH COMMUNICATION

### New Courses

- Sp 350. Listening. (3)  
Assist students in identifying the different major theories, purposes, and kinds of listening that require different skills; misconceptions concerning listening; and learn to improve interpersonal relations. Learn practical applications of listening.
- Sp 489. Manual Communication Systems. (3) grad  
Theoretical and practical information on sign language systems used by the deaf. Basic vocabulary and fingerspelling for communicating with the deaf. Prerequisite: SpEd 462, or Sp 487.
- Sp 585L. Laboratory in Child Language Disorders. (1)  
Clinical skills taught in Sp 585 will be exercised in this lab. Each student will supply remediation in language to a disordered child under the supervision of the instructor. Requires concurrent enrollment in Sp 585.

## Changes in Old Courses

**\*\*Sp 484. Speech-Language Practicum. (3-4) grad**  
(Change in credit hours from (3) to (3-4).)

**Sp 585. Language Disorders in Children. (3)**  
A study of etiology, symptoms, evaluation, and management of language disorders occurring in preschool and school-age children. Approximately 90 percent of the course will be spent in theoretical aspects and 10 percent of it in construction of evaluation and management. Requires concurrent enrollment in Sp 585L. Prerequisites: graduate standing in Speech and Hearing Sciences, Sp 580 and Sp 584.  
(Change in prerequisites and addition of concurrent lab phrase.)

## WOMEN'S STUDIES

### New Courses

- X **WS 260. Introduction to Women's Literature. (3)**  
Introduction to the texts and contexts of women's literature.
- X **WS 443, 444. British Women Writers. (3, 3)**  
Study of the works of British women writers with attention to themes, styles, and characteristic concerns in the light of feminist criticism and scholarship. Prerequisites: 15 credits in literature. WS 260 recommended.
- X **WS 445, 446. American Women Writers. (3, 3)**  
Study of American women writers, with attention to themes, styles and characteristic concerns, in the light of feminist criticism and scholarship. Prerequisites: 15 credits in literature. WS 260 recommended.

## LINGUISTICS

### New Courses

- Ling 432A. Sociolinguistics. (3) grad**  
An examination of language in relation to social and interpersonal interaction. Prerequisite: one course chosen from the following: Eng 390, Ling 390, Anth 380, Ling 380, Anth 480, Ling 480, or the equivalent.
- Ling 432E. Sociolinguistics. (3) grad**  
An examination of language in relation to social and interpersonal interaction. Prerequisite: one course chosen from the following: Eng 390, Ling 390, Anth 380, Ling 380, Anth 480, Ling 480, or the equivalent.
- Ling 432F. Sociolinguistics. (3) grad**  
An examination of language in relation to social and interpersonal interaction. Prerequisite: one course chosen from the following: Eng 390, Ling 390, Anth 380, Ling 380, Anth 480, Ling 480, or the equivalent.

Ling 433A. Psycholinguistics. (3) grad

A survey of psycholinguistics and the psychology of language, focusing on the general question of the relation between human language and human beings. Prerequisite: one course chosen from the following: Eng 390, Ling 390, Anth 380, Ling 380, Anth 480, Ling 480, or the equivalent.

Ling 433E. Psycholinguistics. (3) grad

A survey of psycholinguistics and the psychology of language, focusing on the general question of the relation between human language and human beings. Prerequisite: one course chosen from the following: Eng 390, Ling 390, Anth 380, Ling 380, Anth 480, Ling 480, or the equivalent.

Ling 433F. Psycholinguistics. (3) grad

A survey of psycholinguistics and the psychology of language, focusing on the general question of the relation between human language and human beings. Prerequisite: one course chosen from the following: Eng 390, Ling 390, Anth 380, Ling 380, Anth 480, Ling 480, or the equivalent.

Ling 435A. Advanced Studies in Linguistics. (3) grad

An examination of current areas of linguistic research, such as semantics, pragmatics, and transformational grammar. Can be repeated with different topics. Prerequisites: one course chosen from the following: Eng 390, Ling 390, Anth 380, Ling 380, Anth 480, Ling 480, or the equivalent.

Ling 435E. Advanced Studies in Linguistics. (3) grad

An examination of current areas of linguistic research, such as semantics, pragmatics, and transformational grammar. Can be repeated with different topics. Prerequisites: one course chosen from the following: Eng 390, Ling 390, Anth 380, Ling 380, Anth 480, Ling 480, or the equivalent.

Ling 435F. Advanced Studies in Linguistics. (3) grad

An examination of current areas of linguistic research, such as semantics, pragmatics, and transformational grammar. Can be repeated with different topics. Prerequisites: one course chosen from the following: Eng 390, Ling 390, Anth 380, Ling 380, Anth 480, Ling 480, or the equivalent.

## SCHOOL OF ENGINEERING AND APPLIED SCIENCE

### Changes in Old Courses

#### EAS 541. Engineering Management Concepts and Principles. (4)

Study of fundamental concepts of Engineering Management to provide the students with an in-depth understanding of the underlying principles of this discipline. Technological change, technical organizations, motivation and leadership theories applicable to engineers and scientists, engineering and R&D projects, resource management and technological system interfaces are included in the course. On-going Engineering Management research is critically evaluated in classroom discussions. The Wall Street Journal is used as a supplement to the textbooks. Case studies and a term project are included. Prerequisite: Graduate standing.

#### EAS 542. Management Decisions in Engineering. (4)

Decision and value theory concepts are applied to technical and management decisions under uncertainty. Multicriteria decisions are analyzed. Subjective, judgmental values are quantified for expert decisions and conflict resolution in strategic decisions involving technological alternatives. Hierarchical decision modeling approach is introduced. Individual and aggregate decisions are measured. Decision discrepancies and group disagreements are evaluated. Case studies are included in the course. Prerequisites: EAS 541, knowledge of probability/statistics.

#### EAS 543. Operations Research in Engineering Management. (4)

Resource optimization is studied through mathematical programming. Emphasis is placed on applying linear programming, integer programming and goal programming to engineering management decisions. Problem formulation, mathematical model building, basic principles behind the Simplex algorithm, introduction to Karmarkar's algorithm, 0-1 integer programming, mixed integer programming and multiple objective linear optimization via goal programming are included in the course. Post optimality analysis is studied from the management perspective. The course includes a term project involving a real life problem. Prerequisites: EAS 542, linear algebra and computer programming.

(Formerly Systems Analysis and Synthesis II. Change in title, description, credit hours from (3, 3, 3) to (4), (4), (4), prerequisites, and division of sequence.)

## ELECTRICAL ENGINEERING

### New Course

#### X EE 537. Quantum Electronics III. (4)

Transient phenomena in lasers including slow and fast pulsations and instabilities. Semiclassical and quantum mechanical effects on laser performance and applications. Prerequisite: EE 536.

### Changes in Old Courses

#### X EE 535. Quantum Electronics I. (4)

Laser principles, properties, and applications. Emphasis on electromagnetic aspects of laser systems. Ray and beam formalisms for wave propagation in free space, waveguides, and resonators. Matrix methods for optical system analysis and synthesis. Prerequisite: EE 331 or EE 530.

(Formerly EE 511. Quantum Electronics. Change in number, title, description, and prerequisite.)

- X EE 536. Quantum Electronics II. (4)  
Interaction of light with atoms, Maxwell-Schrodinger analysis, density matrix formalism, rate equation approximation. Gain, dispersion, and saturation in laser amplifiers. Homogeneous and inhomogeneous line broadening effects.  
Prerequisite: EE 535.  
(Formerly EE 532. Laser Systems. Change in number, title, description, and prerequisite.)

## MECHANICAL ENGINEERING

### New Courses

- X ME 424. Gas Turbines. (3) grad  
Introduction to the thermodynamic analysis of the performance of gas turbine engines. Study of gas turbines for rotary power output as well as aircraft propulsion, including turbojets, turboprops, ramjets, and advanced concepts. Prerequisite: ME 322.
- X ME 453. Computer Systems Hardware Fundamentals. (3) grad  
This course is designed to teach engineering students the basic knowledge of computers from the integrated circuit level to computer networks. The course emphasis is on fundamental working principles of computers and their peripherals and discusses the pros and cons of their selection. The course prepares students to make proper decisions about the equipment to be acquired and to understand the capabilities of different systems and peripherals. This course also discusses the functions of interfaces, operating systems, compilers, and other higher level application tools. Prerequisites: BASIC and FORTRAN computer languages.

## SCHOOL OF FINE AND PERFORMING ARTS

### ART

### New Courses

- X Art 318. Graphic Design/Advanced Lettering. (3)  
An advanced studio course that explores lettering and topography as a foundation for creative visual communication. Assignments will focus on the development of letterforms, layout, and formal/informal applications of designing with typography. Prerequisites: Art 296, 297, and 298.
- X Art 325. Graphic Design/Illustration. (3)  
A studio course with lectures and projects in illustration techniques and materials. Assignments are directed toward editorial, scientific and advertising illustration. Forming and processing illustrative techniques will be emphasized. Prerequisites: Art 296, 297, and 298.
- X \*\*+Art 451, 452, 453. American Art and Architecture 17-19 Centuries. (3,3,3) grad  
American Art and Architecture. Art 451: Colonial and Federal Periods. Art 452: Early Republic to the Civil War. Art 453: Civil War to the 20th century.  
Prerequisites: Art 204, 205, 206.
- X \*\*+Art 457, 458, 459. History of Architecture. (3,3,3) grad  
A history of architecture from Prehistory to Post-Modernism. Prerequisites: Art 204, 205, 206, or equivalent.

### Old Course Dropped

- X Art 218. Graphic Design/Lettering. (3)

### DANCE

#### New Courses

- X D 150. Dance Appreciation. (3)  
Introduction to dance as an art form and a cultural expression in contemporary society. Lecture with video/film and attendance at live performances. Intended for non-majors.
- X D 198. Dance Laboratory - Ethnic Dance I, II, III. (2)  
Laboratory in the technique, styles and forms of sample dance cultures of the world, emphasizing the African and Latin American rhythms of the Western hemisphere. May be repeated for a maximum of 6 credits.
- X D 214. Dance Performance. (1)  
Learning and performing a modern, jazz, or ethnic dance choreographed by faculty, guest choreographers and selected advanced student choreographers. Prerequisite: three terms of dance technique. May be repeated for a maximum of 6 credits.
- X D 298. Dance Laboratory - Ethnic Dance I, II, III. (2)  
Laboratory in the technique, styles and forms of sample dance cultures of the world, emphasizing the African and Latin American rhythms of the Western hemisphere. Prerequisite: one year dance experience. May be repeated for a maximum of 12 credits.

#### Changes in Old Courses

- X D 414. Repertory. (2)  
Learning and performing modern, jazz, or ethnic dance repertory choreographed by faculty, guest choreographers and selected advanced student choreographers. It is expected students will commit to fall and winter terms of repertory. Prerequisite: by audition only. May be repeated for a maximum of 12 credits.  
(Change in description, credit hours from (3) to (2), and reduction in maximum credits.)
- X D 453. Anthropology of Dance. (3)  
Anthropological theories will be related to folk and theatrical dance throughout the world via lectures, readings, audio-visual materials, and written work. Prerequisite: D 452.  
(Formerly Dance History-Anthropology and Prehistory through Middle Ages. Change in title and prerequisite.)
- X D 454. Contemporary Dance 1920 - Present. (3)  
Historical foundations for the development of current dance forms. Current dance styles and theories will be studied via lectures, videos, field trips to exhibits and concerts and student presentations. Prerequisite: D 452.  
(Formerly Dance History-Renaissance to 1970. Change in title, description, and prerequisite.)



## MUSIC

### New Course

Mus 188, 388. Performance Attendance. (no credit)

The student is expected to attend a minimum of eight live performances approved by the Music Department for each term registered. Music majors must register for as many terms as required to complete the MuP 390 level or 9 quarters, whichever is less. It is expected that students will register for performance attendance concurrently with registration for Applied Music.

### Change in Old Course

- X Mus 214, 215, 216. Keyboard Harmony, Sight-Singing and Ear Training. (1,1,1)  
Application of theoretical principles to the keyboard; understanding more advanced theory through the keyboard. Elementary score reading, keyboard harmonization of folk tunes, advanced work in sight-singing and ear training. Prerequisites: Mus 111, 112, 113, 111S, 112S, 113S, and passing of keyboard proficiency test.  
(Formerly Keyboard Harmony. Change in title and prerequisites.)

## THEATER ARTS

### New Courses

- X TA 146. Acting/Playwriting Workshop. (3)  
Readings, discussions, and walk-throughs of plays written by Playwriting III students. Prerequisite: TA 142.
- X TA 511. Introduction to Theater Research. (2)  
An introductory course in research methods and bibliography for graduate study in theater.

### Changes in Old Courses

- X TA 241, 242. Improvisational Acting I, II. (3,3)  
Seeks to acquaint the student through exercises, theater games, and study of basic techniques for creative role playing with the skills and techniques necessary for improvisational acting and development of material for public performance. Must be taken in sequence.  
(Formerly TA 241. Improvisational Acting. Change in number, title, description, and credit hours from (3) to (3,3).)
- X TA 474, 475, 476. Playwriting I, II, III. (3,3,3) grad  
A sequence in playwriting involving analysis of dramatic structure, practical application of playwriting techniques. Must be taken sequentially. Prerequisite: 9 credits of TA and/or Eng.  
(Formerly TA 474. Introduction to Playwriting. Change in number, title, description, and credit hours from (3) to (3,3,3).)



## SCHOOL OF HEALTH AND PHYSICAL EDUCATION

### HEALTH

#### New Courses

- X HE 512. Principles of Health Behavior. (3)  
Course provides students the opportunity to examine the psycho-social, behavioral, and educational principles that determine health behavior. Theoretical models synthesizing these principles are also examined. Finally, the course presents ethical principles of professional and personal concern to health educators.  
Prerequisite: graduate standing.
- X HE 513. Critical Analysis of Current Health Literature. (3)  
A graduate course aimed at reviewing and assessing health-related research literature. Course content will include 1) a review of the literature which attempts to establish the relationships between specific health behaviors and the risk of chronic disease and injury, 2) new frontiers in health literature and 3) implications of the evidence uncovered in the literature. Prerequisite: PHS 450.
- X HE 514. Evaluating Health Behavior. (3)  
Techniques of evaluating health courses, programs and research projects related to health behavior. Evaluation procedures are applied to the cognitive, affective and psychomotor domains of health education. Prerequisite: graduate standing.

### PHYSICAL EDUCATION

#### New Courses

- X PE 431. Computer Applications in Physical Education. (3)  
Concepts and skills for utilization of microcomputers in a physical education setting. Course content includes information on specific programs in fitness assessment, health risk appraisal and nutrition analysis as well as general application software.  
Prerequisite: PE 371.
- X PE 474. Muscle Function in Human Movement. (3) grad  
To explore the kinesiology and physiology of human muscle function with particular reference to selected human movement patterns. To develop an understanding of selected procedures involved in the evaluation of human muscle activity using electromyography, electrocardiography and kinetic analysis techniques. Prerequisites: PE 472g or PE 473g.
- X PE 475. Fitness Testing. (3) grad  
Theory and technique of evaluating physiological function relating to fitness, including both laboratory and field methods. Coverage includes anaerobic performances, flexibility, body composition, and cardiovascular function.  
Prerequisites: PE 371, 446g, 473g.

PROPOSAL

FOR THE INITIATION OF A NEW INSTRUCTIONAL PROGRAM LEADING TO THE PHD  
IN SOCIAL WORK AND SOCIAL RESEARCH

PORTLAND STATE UNIVERSITY  
GRADUATE SCHOOL OF SOCIAL WORK  
Fall, 1987

PROPOSAL FOR THE INITIATION OF A NEW INSTRUCTIONAL PROGRAM  
LEADING TO THE PhD IN SOCIAL WORK AND SOCIAL RESEARCH  
S U M M A R Y

The Graduate School of Social Work at Portland State University proposes to offer a PhD degree in Social Work and Social Research. The course of study will prepare students to understand critical social welfare problems, to conduct research and policy analysis related to the solution of these problems, and to take responsibility for program development and administration in the human services.

The program will feature: (a) A wide range of methods and skills needed in applied research, (b) A balanced focus on policy and practice in organizational settings dealing with issues of helping, care, and protection concerning social problems, and, (c) A focus on understanding human behavior in relation to important social contexts, such as family, work, and community. The intent is to avoid focusing narrowly on any one method, such as administration or clinical practice. Rather, the program will develop the relationship between policy and practice.

The Regional Research Institute for Human Services, which is a part of the Graduate School of Social Work, is a major resource for the implementation of the program, providing support for the teaching of research methodology and a possible site for research practicums.

The objectives of the proposed program are:

- 1) To prepare students for leadership in the social work profession through their ability to analyze both policy and practice as a basis for decision making.
- 2) To prepare students who are committed to the generation of knowledge important in the delivery of human services, through theoretical analysis and empirical inquiry.
- 3) To operationalize in the program a different concept of social work practice, one focused on the interactive nature of policy analysis, practice, and the value system of the profession.
- 4) To become a regional resource for organizational analysis and applied research in the study of social problems.

Each doctoral student will select a social problem for study. The core curriculum of the doctoral program will provide the structure necessary for work with the problem: intervention theory and methodology, research methodology, human behavior theory, policy analysis, social and behavioral science theory, and frameworks for organization and delivery of existing and needed services. Elective courses in the Graduate School of Social Work and other departments will provide specialized information and greater depth of understanding.

Social workers assume a complex of responsibilities: (1) the provision of service, at whatever level it is located, so designed as to promote maximum realization of the human potential of the individuals we serve, (2) constant critical examination, testing, and enhancement of the knowledge base upon which practice rests, (3) vigilant examination of and exploration of means of operationalizing the profession's ethical and value base, and (4) responsible contribution of our expertise to the examination and shaping of public policy. These elements are interactive. However, for most students, the education for the master's degree emphasizes the first of these, direct service. Doctoral work deepens the capacity to meet all four demands of the profession. Without members with this training and commitment, the profession will not flourish.

PROPOSAL FOR THE INITIATION OF A NEW INSTRUCTIONAL PROGRAM LEADING TO THE PhD  
IN SOCIAL WORK AND SOCIAL RESEARCH

Description of Proposed Program

1. Definition of Academic Area

A. Define or describe the academic area of specialization with which the proposed program would be concerned.

The Graduate School of Social Work at Portland State University proposes to offer a PhD degree in Social Work and Social Research. The course of study will prepare students to understand critical social welfare problems, to conduct research and policy analysis related to the solution of these problems, and to take responsibility for program development and administration in the human services. The program will feature:

- a. A wide range of methods and skills needed in applied research.
- b. A balanced focus on policy and practice, in organizational settings dealing with issues of helping, care, and protection concerning social problems.
- c. A focus on understanding human behavior in relation to important social contexts, such as family, work, and community.

B. What subspecialties or area of concentration would be emphasized during the initial years of the program?

Each doctoral student would be required to select a social problem for study. The core curriculum of the doctoral program would provide the structure necessary for work with the problem: intervention theory and methodology, research methodology, human behavior theory, policy analysis, social and behavioral science theory, and frameworks for organization and delivery of existing and needed services. Elective courses would provide specialized information and greater depth of understanding.

Correspondence between the social welfare problem proposed by an applicant to the program and the expertise of faculty and other program capabilities will be taken into account in the selection of doctoral students. These program capacities are expected to change over time.

C. Are there other subspecialties the institution would anticipate adding or emphasizing as the program develops?

No formal sub-specialities are planned at this time.

D. Are there subspecialties that the institution intends to avoid, in developing the program?

The intent is to avoid focusing narrowly on any one method, such as administration or clinical practice. Rather, the program will develop the relationship between policy and practice.

E. When will the program be operational, if approved?

The plan is to admit students in the Fall of 1990.

2. Department, School, or College Responsible

A. What department and school or college would offer the proposed program?

The doctoral program would be offered by the Graduate School of Social Work. The Regional Research Institute for Human Services, which is a part of the Graduate School of Social Work, is a major resource for the implementation of the program.

B. Will the program involve a new or reorganized administrative unit within the institution?

The program will be administered by a director of doctoral studies appointed by the Dean, working in conjunction with a doctoral program committee composed of faculty. The program director will be responsible to the Dean of the School, and will have administrative authority concerning the implementation of the program. Educational policy decisions, curriculum planning, and admissions decisions will be made by the doctoral program committee, or by its sub-committees.

3. Objectives of the Program

A. What are the objectives of the program?

The objectives of the proposed program include two related to preparation of students, one that addresses the nature of social work practice, and one related to regional service.

- 1) To prepare students for leadership in the social work profession through their ability to analyze both policy and practice as a basis for decision making.
- 2) To prepare students who are committed to the generation of knowledge important in the delivery of human services, through theoretical analysis and empirical inquiry.
- 3) To operationalize in the program a different concept of social work practice, one focused on the interactive nature of policy analysis, practice, and the value system of the profession.
- 4) To become a regional resource for organizational analysis and applied research in the study of social welfare problems.

- B. How will the institution determine how well the program meets these objectives? Identify specific post-approval monitoring procedures and outcome indicators to be used if the program is approved.

Objective: 1. To prepare students for leadership in the social work profession through their ability to analyze both policy and practice as the basis for decision-making.

Outcome

- Indicators:
- a. The kinds and levels of positions held by graduates of the program.
  - b. Students' judgments about how their doctoral education prepared them for the positions they hold.

Monitoring

- Methods:
- a. Collect and analyze systematic information about the nature of positions held by graduates.
  - b. Periodically survey graduates to solicit their opinions about their doctoral education.

Objective: 2. To prepare students who are committed to the generation of knowledge for the profession, through theoretical analysis and empirical enquiry.

Outcome

- Indicators:
- a. Amount and types of research in which graduates of the program are engaged.
  - b. Number of publications, types of publications, and number and types of other dissemination activities.

Monitoring

- Methods:
- a. Periodic survey of graduates asking about the amount and type of research in which they are engaged.
  - b. Periodically, request an updated vitae from each graduate as source of information about the number of publications, types of journals and books in which they are published, as well as information about other dissemination activities.

Objective: 3. To operationalize in the program a different concept of social work practice, one focused on the interactive nature of policy analysis practice and the value system of the profession.

Outcome

- Indicators:
- a. Extent to which the view in the program is accepted and increasingly articulated by faculty and students.
  - b. Extent to which this view of social work is examined and accepted by others outside of the Doctoral Program.

Monitoring

- Methods:
- a. Measure the number of publications and other dissemination activities by faculty and students in the program related to the practice/policy interaction.

- b. Measure and analyze the number and types of requests for publications, number of citations of literature.

Objective: 4. To become a regional resource for organizational analysis and applied research in the study of social problems.

Outcome

- Indicators:
- a. Extent to which faculty and students in this program are seen as resources for consultation and research re: problems of local and regional concern.

Monitoring

- Methods:
- a. Keep records of and periodically analyze the requests for organizational consultation from faculty and students.
  - b. Measure the number of organizational consultations performed by faculty and students in the program.
  - c. Measure the number of requests for research focused on problems of local and regional concern.
  - d. Assess the amount and quality of research conducted by faculty members and students that is focused on problems of local and regional concern.

C. How is the proposed program related to the mission and academic plan of the institution?

The proposed program relates closely to the mission of Portland State University. It supports the extension of the University into additional doctoral education, as Portland State University moves toward Category I status. Building on one of the University's centers of excellence, the Regional Research Institute for Human Services, which is the research arm of the Graduate School of Social Work, the proposed research doctorate will extend the scholarly endeavors of the University. Additionally, the proposed program will advance the urban mission of the University as it serves the community through development of applied research programs in community social welfare agencies.

D. What are the employment outlets and the employment opportunities for persons who would be prepared by the proposed program

Graduates of this program will teach in both graduate and undergraduate schools of social work, fill administrative roles in social and human services, conduct clinical practice and research in an organizational and policy context, and be responsible for the development of new social welfare programs. One would expect that these graduates would assume leadership roles.

There is continual recruitment for faculty by the 96 graduate schools of social work and the 350 undergraduate schools of social work. Particularly in demand are those persons whose training combines skills in direct practice with research skills.

The program will produce graduates whose clinical skills are enhanced by study of the organizational and policy context of their work, and who are able to use their skills in practice and research to add to the knowledge base of the profession.



Administrative roles in human service agencies providing direct service will be filled by graduates of this program. In addition, leadership positions within the national organizations, such as the National Association of Social Workers and the Council on Social Work Education, will increasingly be filled by persons with the capacity to develop and administer new programs. The developed area of expertise will enable these graduates to administer programs in multi-disciplinary organizations serving specific population groups, such as the Children's Defense Fund, the National Committee for the Prevention of Child Abuse, Urban League, Family Service Association of America, National Council on Crime and Delinquency, and other similar programs.

Graduates of this program will also be well qualified to provide support for legislative personnel working in social welfare and health and human services.

The development of expertise in the policy analysis, research, direct service, and organizational structures of service delivery in a specific problem area will also enable graduates to provide training, consultation and technical assistance to social welfare agencies on a fee-for-service basis.

#### 4. Relationship of Proposed Program to Other Programs in the Institution

List the closely related programs and areas of strength currently available in the institution which would give important support to the proposed program.

Certain materials generic to the studies of those working in the social sciences will be taught through use of courses currently existing in graduate programs of other departments. New courses developed in the Graduate School of Social Work may be useful to students in other doctoral programs. The development of this program proposal has been largely internal; initial contacts with other departments have revealed support for the ideas contained in the proposal. As the program develops, faculty from other departments, such as sociology, psychology, economics, speech, and other schools such as Education, Urban Studies, Health and Physical Education, and Business Administration will be invited to participate with us.

#### 5. Course of Study

##### A. Describe the proposed course of study

The course of study will consist of three major components: (1) Required and elective course work; (2) Required and elective research and teaching practicum experiences, and (3) Dissertation research. A written and oral comprehensive examination will be given when the foundation coursework is finished. A final oral examination (dissertation defense) will also be required.

The degree will be granted only to those students who can demonstrate mastery of present knowledge, an appreciation of unknown factors, and application of methods for the generation of knowledge in the specific problem area chosen for study.

Admission: Applicants for admission to the program must have earned a master's degree in social work, or have an equivalent degree enhanced by experience in the field of social welfare, and have demonstrated capacity for creative independent work. See Section 6 for details of admissions procedure.

Residence: The program will require the equivalent of three year's full time work to complete if the student enters with a MSW. If the student chooses to earn a MSW, the program will require the equivalent of four year's full time study. Three consecutive terms must be spent in full time residence (9 credit hours or more) on the campus. The minimum credit hour requirement beyond the MSW for the Ph.D. is 90, of which at least 27 credit hours must be devoted to the dissertation.

Selection of a problem for study:

Prior to admission, students will have identified a problem of concern to the social work profession that is of particular interest to them. Early in their programs, this selection will be discussed, clarified, and approved by the doctoral committee. In the course of doctoral studies, students will become proficient in the methodology appropriate for study of the selected problems:

1. Methods for empirical inquiry
2. Methods of intervention at the direct service, organizational, service delivery system, community, and governmental levels
3. Methods of policy analysis

They will also become knowledgeable about the theoretical background necessary for understanding of the problems:

1. Theories of organizational and behavioral change
2. Theories of social work practice
  - a. direct human services
  - b. social welfare administration
  - c. evaluation of practice (including case and program evaluation)
3. Applied theories of human behavior, such as economics, political science, psychology, sociology, history.

Course Work: The course work for the program consists of three elements: (1) core requirements designed to insure a solid foundation in the history, theory, and organization of social responses to social problems; (2) social research methods and statistics and supervised research practicum experience, and (3) elective courses related to the student's plan of study. Sixty hours of study are within the School; the remaining 30 hours may be taken in other departments or programs. Specialized research courses must be taken in other departments, or collaterally with other doctoral programs. Each student's program will be individually planned and approved. An outline of the usual course of study, under the quarter system, which will be followed by the student entering with a MSW degree follows. The planned change to the semester system will affect organization and credits, but not the basic content of the proposed courses.

**FIRST YEAR: Foundation**

**Core:**

- Social Welfare Problem Analysis: Assessment Phase (3 credit hours)
- Social Welfare Problem Analysis: Intervention Phase (3 credit hours)
- Social Welfare Problem Analysis: Evaluation Phase (3 credit hours)

**Research:**

Methods for Social Work Research (3 credit hours)  
Statistics Used in Social Work Research (3 credit hours)  
Data Analysis in Social Work Research (3 credit hours)

Electives: In social work and other departments

**SECOND YEAR**

Core: Integrative seminar (6 credit hours)  
History and Philosophy of Social Work (3 credit hours)

Research: Research Practicum (9 credit hours)  
Advanced Research methodology (3 credit hours) )in other  
Advanced Statistics (6 credit hours) )departments

Electives: In Social Work and other departments

**THIRD YEAR**

Dissertation work, with electives if needed to support dissertation research.

The course of study which would be followed by a student entering without a MSW is designed to give a broader foundation of knowledge about social work practice and to enable the student to earn the MSW during the course of the doctoral studies. The program will be individually planned to meet the needs of the student; a possible pattern is outlined in Appendix D.

**Practicum Experiences**

**Research Practicum:** Involves planning and executing a small, agency-based empirical study under the direction of a faculty supervisor. Required of all students.

**Teaching Practicum:** (MSW required) Provides student with a supervised experience in major functions performed in the role of teacher. Practicum will consist of seminar discussions, readings, and teaching in selected sessions of master's level courses. This practicum may be elected by interested students in the second or third year of the program.

**Comprehensive Examination:** At the completion of the foundation course work, the student will complete a comprehensive examination. The written section will examine the student's broad knowledge of the field of social work, and of the methods necessary to investigate and analyze a problem within it. One part will concern the social problem selected by the student. Integration and application of knowledge will be stressed. After passing the written examination, the students will take an oral examination, which will explore some aspects of the written part, as well as elaborate on knowledge of the social problem selected for study. Either portion of the examination may be repeated once.

Advancement to Candidacy: After successful completion of the comprehensive examination, the student will develop a dissertation proposal, working with a faculty advisor who may later become the dissertation chairperson. The student will submit the dissertation proposal to the doctoral committee for approval. After approved, the chairperson and dissertation committee will be selected by the doctoral committee, working in conjunction with the student. When this process is complete, the student will be considered a candidate for the degree of Doctor of Philosophy in Social Work and Social Welfare.

Dissertation: A doctoral dissertation must be completed, following the outlines of the approved proposal. Students must register for dissertation credit during each term while engaged in dissertation research. The completed dissertation must be defended in an oral examination before the dissertation committee.

B. What elements of this course of study are presently in operation in the institution?

Elective courses, including research methodology and statistics, are currently being taught. Identification of specific courses will take place as the program develops, but courses which have been identified as potentially appropriate are taught in the departments of Economics, Political Science, Psychology, Sociology, and Speech, in the Schools of Business Administration, Education, Urban Studies, and the Graduate School of Social Work.

C. How many and which courses will need to be added to institutional offerings in support of the proposed program?

Core courses which will be developed for the doctoral program within the school are:

Social Welfare Problem Analysis: Assessment Phase. (3 credit hours)  
The assessment phase of the problem solving process applied to social problems. Emphasis will be on exploring what is known, and recognizing what is unknown, in gathering the information necessary for understanding the social problem. Included will be information such as relevant knowledge of human behavior, social programs associated with the problem area, relevant elements of the value system of social work, the practice theories of social work and their relative power; current organizational structures, and legal and governmental frameworks.

Social Welfare Problem Analysis: Intervention Phase. (3 credit hours)  
The intervention phase of the problem solving process applied to social problems. Exploration of decision making, based on assessment. Decision tree analysis of the decision process and of service delivery will be taught. The mutuality of implementation of policy and practice interventions will be examined through comparative analysis of implementation of common policies or principles such as those requiring least restrictive alternatives, a continuum of service, a coordination of delivery systems.

Social Problem Analysis: Evaluation Phase. (3 credit hours) The evaluation phase of the problem solving process applied to social problems. Focus will be on evaluation of decisions and their implementation in social agencies. Monitoring will be taught as part of continuing intervention planning. Attention will be given to

developments in client tracking, quality control, family impact analysis, and outcome measurement. Reformulation of the problems as the outcome of evaluation will help the student tie together the phases of problem solving.

Methods For Social Work Research: (3 credit hours) The various types of research which are useful for the study of the questions posed by social work will be examined. Selected elements of research design, and their application to research done in an agency setting, will be examined. Problems in needs assessment, monitoring of direct practice, analysis of existing data such as census data and demographic trends, and evaluation of agency service data will be included. The social implications of the use of research findings will be examined.

Statistics used in Social Work: (3 credit hours) Builds on student knowledge of basic social research methods by focusing on statistical skills necessary to plan and conduct empirical research into social work practice and social problems. Descriptive and inferential statistical methods which are common in social work research will be examined. The course will also provide a forum for the discussion of empirical social work studies.

Data Analysis in Social Work Research: (3 credit hours) This course will teach a variety of skills in data analysis, both descriptive and inferential statistics, with emphasis on non-parametric statistics important in social work research. Attention will be given to graphical methods. Emphasis will be placed on strategies of analysis and the process of inquiry, with comparison of alternative statistical procedures.

Integrative Seminar: (6 credit hours) Integration and synthesis of social science theory, social work practice and policy, social research, and practicum experience. Some work on developing dissertation topic and proposal will be included.

Research Practicum (9 credit hours): Independent research study related to proposed dissertation with assistance of appropriate faculty.

History and Philosophy of Social Work: (3 credit hours) History, philosophy, and important issues of social work in the United States. Focus is on the contributions of historical figures, issues such as cause-function and generic-specific, the impact of professionalization, and the development of social work methods. Opportunity for students to examine these issues in the framework of selected problem area.

## 6. Admission Requirements:

### A. List any requirements for admission to the program that are in addition to admission to the institution.

1. Students must apply to and be accepted into the doctoral program after admission to the University as a graduate student.
2. Students must possess a Master of Social Work degree or an equivalent degree. At least two year's practice experience in social work or a related field is recommended.

3. As a part of the admission procedure, students must furnish:
- o Transcripts of undergraduate and graduate studies
  - o Scores for the Graduate Record Examination and Miller's Analogy Test
  - o An example of scholarly writing
  - o Names of four references, of which two must be academic
  - o A statement outlining the social problem area(s) in which the student plans to do research

B. Will any enrollment limitation be imposed? Please indicate the limitation and rationale therefore. How will those to be enrolled be selected if there are enrollment limitations?

A maximum of 10 students per year will be admitted during the first three years of the program. This limitation is imposed primarily in relation to the capacity of the Graduate School of Social Work and the Regional Research Institute for Human Services to provide a high quality program.

Admission materials will be reviewed by the Doctoral Program Committee. Students will be selected on the basis of (1) estimated potential to contribute to the field in an area of applied social research, and (2) correspondence between the student's plan of study, the capacity of the doctoral program, and the University resources.

7. Relationship of Proposed Program to Future Plans

A. Is the proposed program the first of several curricular steps the institution has in mind in reaching a long-term goal in this or a related field?

No additional curricular steps are planned at this time.

B. If so, what are the next steps to be, if the Board approves the program presently being proposed?

As no additional curricular steps are currently planned, the question is not applicable.

8. Accreditation of the Program

A. Is there an accrediting agency or professional society which has established standards in the area in which the proposed program lies? (Please give name.)

No, there is no accrediting body.

B. If so, does the proposed program meet the accreditation standards? If it does not, in what particulars does it appear to be deficient

As there is no accrediting body, the question is not applicable.

- C. If the proposed program is a graduate program in which the institution offers an undergraduate program, is the undergraduate program fully accredited? If not, what would be required to qualify it for accreditation? What steps are being taken to achieve accreditation?

The two other program components in the Graduate School of Social Work: (1) Undergraduate program, and (2) Masters in Social Work (MSW program) are both fully accredited by the Council on Social Work Education.



NEED9. Evidence of Need

- A. What evidence does the institution have of need for the program?  
Please be explicit.

The Graduate School of Social Work was the first graduate program of Portland State University, and remains the only graduate school of social work in Oregon. With the establishment of this School, recognition was accorded to the distinct nature of social work as a profession. With its core of service delivery, and thus its knowledge base, at the point where the individual is in interaction with his environment, the field of social work shares some elements of sociology, anthropology, urban studies, and psychology, but from a different perspective. Thus, there are avenues for collaboration in areas such as fiscal planning, management, and the study of human behavior, but also a distinct social work core.

Social work has need for professionals who will fulfill the demand that they (1) give the best possible service to clients, (2) participate in policy formation, (3) work toward the operationalization of the value base of the field, and (4) expand the knowledge base of the field. These elements are interactive; one does not occur without affecting the others. However, for most students, the training for the master's degree emphasizes the first of these, direct service to clients. Doctoral work is training to meet all four demands of the profession. Without members with this training and commitment, the profession will not flourish.

- B. What is the estimated enrollment and the estimated number of graduates of the proposed program over the next five years? If the proposed program is an expansion of an existing one, give the enrollment in the existing program over the past five year

A maximum of 10 students will be enrolled in each of the first five years. After 5 years, between 10 to 15 students will have earned their degrees.

Education to advance the knowledge base of the profession and to study its values, training focused on the issues of the interaction of direct practice and policy formation, is demanding of excellence in student body and commitment to a high level of instruction by faculty. Professionals of a caliber to be interested in a doctoral program will be cautious about entering until a program has demonstrated its excellence. It is thus expected that enrollment in the proposed program would, at least initially, be small.

Is the proposed program intended primarily to provide another program option to students who are already being attracted to the institution, or is it anticipated that the proposed program will draw its clientele primarily from students who would not otherwise come to the institution were the proposed program not available there?

The proposed program will attract students already committed to the profession of social work, who would otherwise have no opportunity

within Oregon to do advanced study in their own profession. These are not professionals who are likely to do doctoral work in another discipline; currently they are those advancing their professional capacities through attendance at workshops and conferences, summer institutes, and sometimes doctoral study in another state. The proposed program will also draw social work professionals from outside Oregon, as the nature of its program becomes known.

C. Identify statewide and institutional service area manpower needs the proposed program would assist in filling.

Within the state, graduates of this program would fill administrative roles in human service agencies, do research, teach in both graduate and undergraduate social work schools, and be responsible for the development of new social programs. One would expect that these graduates would assume leadership roles within the state social services delivery system.

D. What evidence is there that there exists a regional or national need for additional qualified persons such as the proposed program would turn out?

Nationally, the profession has a need for persons committed to its development. There is continual recruitment by the 96 graduate and 350 undergraduate schools of social work, particularly for persons whose training combines skills in direct practice with those of knowledge building for the profession. Leadership positions within both the national social work organizations, such as National Association of Social Work and the Council on Social Work Education, and the national organizations committed to service delivery, will increasingly be filled by persons with skills to handle all four elements of professional commitment--skills developed primarily through doctoral training.

E. Are there any other compelling reasons for offering the program?

There are two additional compelling reasons for the development of a PhD in social work at Portland State University, one of a very internal nature, the other broad in scope.

- 1) The existence of a doctoral program within a school of social work has a strong, positive impact on the master's program. Some advanced electives of the master's program are usually taken by a few doctoral students, with a resultant change in the level of discussion and interaction in the class. In addition, courses developed for the doctoral core can be opened to qualified master's students, enriching the master's curriculum. Beyond this, the presence of doctoral students as part of the "mix" of the student body enormously widens the understanding of the scope of the profession and its possibilities for all students.
- 2) Nationally, we have not done well in the solution of our social problems. Poverty, homelessness, mental and physical illness,

crime, unemployment - the ills that plague a complex, industrial society - seem always with us. Our solutions have created concerns about intergenerational welfare dependency, about the costs of medical care, about the costs and impact of institutional care, about the containment in the community of the "deinstitutionalized" mentally ill and convicted offenders. It has become apparent in the social experiments of Great Britain and Scandinavia, that costs of social programs must be balanced against the need for investment capital to keep nations economically healthy. We are at a point today where there is agreement that new ideas, new definitions of problems, new solutions, are necessary. This is the field of social work. We need to assure that those in our profession have the skills which make it possible to competently address this task.

- F. Identify any special interest in the program on the part of local or state groups (e.g., business, industry, agriculture, professional groups).

In recent years, social work administrators of some of the various human service agencies of the region have indicated a need for graduates of the School of Social Work who are educated in such a way that they have better understanding of the issues confronting the population served, and greater depth of knowledge of the policies and specific services of existing social agencies. The need for a high quality of such specialized training has been stressed. The proposed program is one part of the School's response to this concern. Additionally, it has become evident that the industrial base of the economy of the state of Oregon is going to undergo major shifts in the next years. As this happens, there will be need for community planning, and for the establishment of new social services. Graduates of this doctoral program should be uniquely qualified for such tasks.

- G. Have any special provisions been made for making the complete program available for part-time or evening students?

If needed, core courses will be offered in adjoining time slots on two afternoons per week. Few students complete doctoral programs on a full-time basis. Concern is more with having stipends available so that each student can spend at least one year in full-time study.

#### Duplication of Effort

#### 10. Similar Programs in the State

- A. List any similar programs in the state.

There are no similar programs in the state.

- B. If similar programs are offered in other institutions in the state, what purpose will the proposed program serve? Is it intended to supplement, complement, or duplicate existing programs?

As there are no similar programs in the state, the question is not applicable.

C. In what way, if any, will resources of any other institutions be utilized in the proposed program?

Though social work is a field of knowledge distinct from that of other disciplines, there is sharing with other areas, primarily sociology, psychology, anthropology, economics, family studies, urban studies. As individual students develop their areas of study, it is expected that they will want to take advantage of specialized course offerings in these departments. It is hoped that, over time, it will be possible to develop plans with the other major universities of the state so that it will be possible for doctoral students to take courses wherever they are offered.

Resources

11. Faculty

A. List present faculty who would be involved in offering the proposed program, with pertinent information concerning their special qualifications for service in this area.

It is anticipated that most members of the faculty of the Graduate School of Social Work will teach or be otherwise involved in both graduate programs of the School. Attached in Appendix A are the names and vitae for the five members of the committee who have developed this proposal. The varied areas of expertise and the qualifications for teaching in a doctoral program can be seen in this appendix. This committee is illustrative of faculty who would teach in the proposed program. Needs for additional faculty have been established considering areas of special competence needed for the program and not sufficiently represented on the current faculty; new faculty would also be associated with both graduate degree programs.

B. Estimate the number, rank, and background of new faculty members that would need to be added to initiate the proposed program; that would be required in each of the first four years of the proposed program's operation, assuming the program develops as anticipated in item 9-B. What kind of commitment does the institution make to meeting these needs? What kind of priority does the institution give this program in staff assignment?

Two additional faculty members would be needed to initiate the program. Particularly needed are faculty at the associate professor or professor rank with well established areas of expertise, a record of research and publication, and experience teaching in social work doctoral programs. Areas in which skills to supplement those of present faculty are particularly needed are: (1) social policy analysis and research, and (2) theory and research concerning social work with families. Two additional faculty will be needed in the next year as the number of doctoral students increases. As no faculty member will teach exclusively in the doctoral program, it is not possible to specify needed areas of expertise; this will depend on demands within the master's program as well as the doctoral program.

C. Estimate the number and type of support staff needed in each of the first four years of the program.

One additional support staff for initial publicizing, initiating, and operating the program will be needed. It would be expected that faculty attracted, and those committed to teaching in the doctoral program, would maintain a continuous record of research and publication. This will mean additional commitment by the University to the maintenance of research facilities at the Regional Research Institute for Human Services as well as funds for student research assistants and clerical support in the next four years. In addition, support personnel for expanded computer use will be required.

12. Library

A. Describe in as objective terms as possible the adequacy of the library holdings that are relevant to the proposed program (e.g., if there is a recommended list of library materials issued by the American Library Association or some other responsible group, indicate to what extent the institution's library holdings meet the requirements of the recommended list.)

(1) Books

The Social Work literature falls primarily within the HV1-5900 range. Students also use materials in other areas, especially those of psychology, sociology, criminal justice, medicine and psychiatry. Of particular interest to the proposed program are the following areas:

- HV1-38 General works, journals, social work education and curriculum, research, clinical, etc.
- HV-40-41 Public welfare, social work theory, community organization, practice, administration, fund-raising, ethics, etc.
- HV-43-69 Interviewing, counseling, family and rural welfare, public assistance, administration, casework, group work, historical, residential care, etc.
- HV-70-84 Legal, poor laws
- HV-85-95 Grants-in-aid, welfare administration, relief policies, historical, economics, poverty and policy, planning
- HV97-516 Social work policy, politics of welfare, studies of social services, international materials, historical

From shelf list measurements, the book count for the above areas is estimated to be 2400 titles. The shelves for the entire HV1-5900 were also visually scanned. Collection strengths are in history of social work, community organization, casework, group work, and international materials. General works, social work education, theory, and philosophy of social work appear to be adequate for present needs. Legal aspects of social work are noticeably weak. Additional material is also needed in social work administration, ethics, management, fund raising, planning, research, and economics and politics of social work, especially in view of the proposed doctoral program.

The remaining areas of the social work section, HV525-5900, contain materials on women, self-help, community disaster assistance, refugee aid, family work, child welfare, adoption, services to the aged,



mentally disabled, handicapped, poor, and ethnic populations, alcoholism and drug addiction. Overall, these areas are chronologically balanced and adequate to meet present needs, with the areas on alcoholism and drug addiction being especially strong.

There is not a single published list available for selecting materials specifically for a doctoral program in social work, although the Library has several bibliographies which have been used for selection in specific areas (see Appendix E).

(2) Journals

PSU's journal holdings are a major strength of the social work collection but additional holdings of international journals would be needed for a Ph.D. program. The Library subscribes to 74% of the journals indexed by Social Work Research and Abstracts, (100 out of 136), approximately 50% of the English-language journals indexed by Psychological Abstracts (based on a 10% sample of PA's approximately 1350 journals), 39% of the English-language journals indexed by Criminal Justice Periodical Index and Criminology and Penology Abstracts, and 70% of the journals listed in Reference Sources in Social Work: An Annotated Bibliography (180 out of 257). Management Practice in Social Welfare: An Annotated Bibliography (Patti, 1976) lists 18 journals on administration and management of social work, and PSU library subscribes to 17 of these. The Library also has an additional 28 social work journals that are not indexed in the above sources, 18 active and 10 inactive subscriptions. However, the library subscribes to only 12.5% of the journals listed in Ulrich's International Periodical Directory, (21.1% of the English-language journals listed).

In addition to those listed above, PSU Library has the following indexes and abstracts that are used by social work students:

Human Resources Abstracts  
Urban Studies Abstracts  
Journal of Human Services Abstracts  
Women's Studies Abstracts  
Criminal Justice Abstracts  
Sociological Abstracts  
Social Science Index  
Social Science Citation Index

The Library also has the entire microfiche collection of NCJRS documents and is a depository for future NCJRS documents. This database as well as Psychological Abstracts, Social Work Research and Abstracts, Sociological Abstracts, Child Abuse and Neglect and many others are searchable online through the Library's computerized information retrieval service.

B. How much, if any, additional library support will be required to bring the library to an adequate level for support of the proposed program?

The present social work budget includes \$7,314 for monographs and \$3,784 for periodicals. An increase of 20% in the number of titles in the HV1-516 range (480 books) over and above the usual annual acquisitions would cost \$14,400 (based on an average book price of \$30). Some additional journal subscriptions seem to be required. If

49 new journals are added, at an average annual cost of \$45 each, the total additional cost for periodicals would be \$2,205 per year, plus approximately \$4,400 if the School wishes to obtain two years' retrospective holdings of the new journals.

Thus, to bring the existing collection up to doctoral level, it is estimated that the Library would need:

\$14,400 for retrospective purchase of monographs  
\$4,400 for retrospective purchase of serials  
\$4,786 for ongoing purchase of monographs  
\$2,205 for ongoing purchase of serials

The first two items are one time expenditures. The last two are continuing additions to the base annual allocation for library materials (books and periodicals) in the field of Social Work.

C. How is it planned to acquire these library resources?

Additional allocation over a number of years.

13. Facilities and Equipment

A. What special facilities in terms of buildings, laboratories, equipment are necessary to the offering of a quality program in the field and at the level of the proposed program?

The program would require faculty offices, rooms for seminars and classes, administrative offices, secretarial space, word processing capability, micro and mainframe access for research, and space for doctoral students to maintain their own desks and work areas.

B. What of these facilities does the institution presently have on hand?

The institution has most of these facilities on hand at present.

C. What facilities beyond those now on hand would be required in support of the program?

Additional access to computers; some additional space for carrels for doctoral students

D. How does the institution propose these additional facilities and equipment shall be provided?

Minor alteration of space for carrels. Gifts and/or additional allocation for computers.

14. Budgetary Impact

a. Please indicate the estimated cost of the program for the first four years of its operation, following the format found on page \_\_\_ of this document.

See addendum.



- b. If a special legislative appropriation is required to launch the program (as shown in item \_\_\_\_\_ of the estimated budget), please provide a statement of the nature of the special budget request, the amount requested, and the reasons a special appropriation is needed. How does the institution plan to continue the program after the initial biennium?

No special appropriation is required.

- c. If federal or other grant funds are required to launch the program (items \_\_\_\_\_), what does the institution propose to do with the program upon termination of the grant?

No federal or other grant funds are required.

4. Will the allocation of going-level budget funds in support of the proposed program have an adverse impact on any other institutional programs? If so, which programs and in what ways?

Not anticipated.

SUMMARY OF ESTIMATED COSTS FOR PROPOSED PROGRAM

Portland State University Graduate School of Social Work  
Program Ph.D in Social Work and Social Research

Effective Date Fall 1988; first enrollment of students Fall 1990.

		1988-89	1989-90	1990-91	1991-92
		First Year	Second Year	Third Year	Fourth Year
		Amount FTE	Amount FTE	Amount FTE	Amount FTE
1. Personnel *					
a. Faculty . . . . .		\$ 15,000	\$ 71,600	\$ 107,400	\$ 107,400
b. Graduate Assistants . . . . .		\$ --	\$ --	\$ 21,000	\$ 42,000
c. Support Personnel . . . . .		\$ 15,000	\$ 20,051	\$ 25,051	\$ 25,051
d. Fellowships & Scholarships . . . . .		\$ --	\$ --	\$ --	\$ --
* Does not include OPE					
TOTAL . . . . .		\$ 30,000	\$ 91,651	\$ 153,451	\$ 174,451
Percentage of Total from State Funds		100 %	100 %	100 %	100 %
2. Other Resources					
a. Library . . . . .		\$ 15,000	\$ 15,000	\$ 6,991	\$ 6,991
b. Supplies & Services . . . . .		\$ --	\$ 8,000	\$ 8,000	\$ 8,000
c. Movable Equipment . . . . .		\$ --	\$ 15,000	\$ --	\$ --
TOTAL . . . . .		\$ 15,000	\$ 38,000	\$ 14,991	\$ 14,991
Percentage of Total from State Funds		100 %	100 %	100 %	100 %
3. Physical Facilities					
Construction of New Space or Major Renovation . . . . .		\$ --	\$	\$	\$
Percentage of Cost from State Funds		%	%	%	%
GRAND TOTAL . . . . .		\$	\$	\$	\$
Percentage of Total from State Funds		%	%	%	%
4. Source of Funds					
a. State Funds-Going Level Budget		\$ 45,000	\$	\$ 129,651	\$ 168,442
b. State Funds-Spec. Appropriation		\$	\$ 129,651	\$ 38,791	\$ 21,000
c. Federal Funds . . . . .		\$	\$	\$	\$
d. Other Grants . . . . .		\$	\$	\$	\$
e. Fees, sales, etc. . . . .		\$	\$	\$	\$
f. Other . . . . .		\$	\$	\$	\$
TOTAL . . . . .		\$ 45,000	\$ 129,651	\$ 168,442	\$ 189,442

SEQUENCE OF ACTION:

Approved by Library \_\_\_\_\_ Date \_\_\_\_\_  
Approved by Unit (i.e., Dept.) Curriculum Comm. \_\_\_\_\_ Date \_\_\_\_\_  
Approved by Dept. Head \_\_\_\_\_ Date \_\_\_\_\_  
Approved by College/School Curriculum Comm. \_\_\_\_\_ Date \_\_\_\_\_  
Approved by College/School Dean \_\_\_\_\_ Date \_\_\_\_\_